



Snapshots from the Journey

Portfolio Guide for the

Experienced

Service Coordinator

Module 7





Description of Module 7

Ticket for the Journey Opening Doors through Evaluation & Assessment

Evaluation and assessment can be the ticket through the door to eligibility for early intervention services and supports. An important responsibility of the service coordinator is to assist the family by coordinating the performance of evaluations and assessments.

In this module key terms related to evaluation and assessment are defined, and *Tennessee's Definition of Developmental Delay* is reviewed. The impact of cultural practices on developmental delay is incorporated as well. Eligibility criteria for infants and toddlers referred due to prematurity or communication concerns can be found in this module. Information about procedures for establishing eligibility and suggested tools for evaluations in Tennessee are included.

The purpose of evaluation and assessment is outlined, and important considerations concerning who conducts evaluations and assessments, where they are conducted and the role of the family are discussed. Pertinent timelines related to evaluation and assessment are included. Service coordinators will learn about procedures related to re-evaluations and about the steps to follow for establishing eligibility through informed clinical opinion.

Forms related to evaluation and assessment were discussed in the previous training module (Module 6 *Getting to Know the Travelers along the Way – Gathering Information, Intake & Referral, and Building Resources*), as they relate to topics therein.

Field observation is an important learning tool for service coordinators. In this module forms are available to assist service coordinators as they observe qualified personnel conducting developmental screenings, evaluations and assessments, and domain-specific evaluations.



Module 7

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Competencies

- Has knowledge and understanding of the primary role of the family in the evaluation and assessment process.
- Participates in, conducts, and implements screening and child find programs.
- Administers and interprets reliable and non-discriminatory screening instruments appropriate to the family and the child.
- Has knowledge and understanding of *Tennessee's Definition of Developmental Delay*.
- Has knowledge and understanding of the influence of culture as it relates to findings of developmental delay.
- Has knowledge and understanding of Tennessee's eligibility criteria for infants and toddlers referred for early intervention services due to communication concerns or prematurity.
- Has knowledge and understanding of eligibility procedures and the responsibilities of the service coordinator in coordinating evaluations and assessments.
- Demonstrates knowledge of instruments used by various disciplines for purposes of evaluation for eligibility and assessment for program planning.
- Has knowledge and understanding of the service coordinator's responsibilities related to establishing eligibility by informed clinical opinion.
- Has knowledge and understanding of suggested tools for evaluation in Tennessee.
- Has knowledge and understanding of pertinent timelines related to evaluation and assessment.
- Has knowledge and understanding of procedures related to re-evaluation.



Module 7

Ticket for the Journey Opening Doors through Evaluation & Assessment

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- 7.3 Ticket for the Journey – Evaluation
 - Evaluation Tools for Determining Eligibility for Early Intervention Services
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Module 7

Ticket for the Journey

Opening Doors through Evaluation & Assessment

Assignments/Activity	Measure of Achievement
<p>7.1 Ticket for the Journey – Developmental Delay</p> <p>View PowerPoint <i>Ticket for the Journey</i> (slides 1-5), engaging in discussion as directed.</p> <p>Participate in review of <i>Tennessee's Definition of Developmental Delay</i> (7.1a).</p> <ul style="list-style-type: none"> • Outside of training read a copy of 7.1b <i>The Implications of Culture on Developmental Delay</i> and complete worksheet 7.1c. • Return completed worksheet to trainer/supervisor for approval, then place in portfolio. 	<p>Active participation in discussion of PowerPoint and review of information as directed.</p> <p><i>The Implications of Culture on Developmental Delay Worksheet</i> is a pass/fail activity. If the trainer/supervisor indicates that your responses are inadequate, you will be asked to read the article again, and amend your responses to the satisfaction of the trainer/supervisor.</p>
<p>7.2 Ticket for the Journey – Eligibility Procedures</p> <p>View PowerPoint <i>Ticket for the Journey</i> (slides 6-9), engaging in discussion as directed.</p>	<p>Active participation in discussion of PowerPoint as directed by the trainer, and completion of reading assignment.</p>

Assignments/Activity	Measure of Achievement
Read <i>Explanation of Evaluation/Assessment Procedures</i> (7.2a) outside of training.	
<p>7.3 Ticket for the Journey – Evaluation</p> <p>View PowerPoint <i>Ticket for the Journey</i> (slides 10-12), engaging in discussion as directed.</p> <p>Review handout 7.3a <i>Evaluation Tools for Determining Eligibility for Early Intervention Services</i>, and briefly discuss and clarify any issues related to the tools used in your district/service area.</p>	Completion by participation.
<p>7.4 Ticket for the Journey – Evaluation & Assessment</p> <p>View PowerPoint <i>Ticket for the Journey</i> (slides 13-26), engaging in discussion as directed.</p>	Active participation in discussion of PowerPoint as directed by the trainer.
<p>7.5 Ticket for the Journey – Informed Clinical Opinion</p> <p>View PowerPoint <i>Ticket for the Journey</i> (slides 27-33), engaging in discussion as directed.</p> <p>Read <i>Informed Clinical Opinion</i> 7.5a outside of training.</p> <p>Participate in review of instructions for form 7.5b <i>Informed Clinical Opinion Summary</i>.</p>	Active participation in discussion of PowerPoint content as directed by the trainer, completion of outside reading assignment, and participation in review of instructions for 7.5b <i>Informed Clinical Opinion Summary</i> .
<p>7.6 Ticket for the Journey – Family Assessment</p> <p>View PowerPoint <i>Ticket for the Journey</i> (slides 34-36), engaging in discussion as directed.</p>	Active participation in discussion of PowerPoint as directed by the trainer.

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<p>7.7 Guidelines for Communication Eligibility Determination</p> <p>Review a copy of the TEIS booklet <i>Guidelines for Communication</i> as an outside reading assignment.</p> <p>Participate in the review of 7.7a <i>Summary of Communication Eligibility Guidelines</i> asking for clarification, if needed.</p>	<p>Completion of outside reading assignment and active participation in review of summary of guidelines as needed.</p>
<p>7.8 Guidelines, Definition, and Eligibility Criteria for Infants Referred for Early Intervention Services Due to Prematurity</p> <p>View PowerPoint <i>Guidelines, Definition, and Eligibility Criteria for Infants Referred for Early Intervention Services Due to Prematurity</i>, engaging in discussion as directed.</p> <p>Review the TEIS booklet <i>Premature Infants – Guidelines for Early Intervention</i> as an outside reading assignment.</p>	<p>Active participation in discussion of PowerPoint as directed by the trainer. Completion of reading assignment confirmed by trainer/supervisor.</p>
<p>7.9 Screening, Field Observations, and Other Odds & Ends</p> <p>District/agency policies and procedures for screening, evaluation, and assessment</p> <p>Screening</p> <p>a. Submit an example from one of your case files that documents your ability to correctly calculate the child's age, score the instrument, and interpret the results. Include a copy of the <i>Plan of Action</i> you put into place following the screening to document your ability to appropriately follow up with the</p>	<p>Submission of sample from a case file that documents proficiency in screening and developing a follow-up plan of action to the satisfaction of the district trainer/supervisor.</p> <p>Completion of field observations for full developmental evaluation and specialty evaluations or submission of samples from case files, as instructed per guidelines.</p> <p>Completion of form 7.9b, and follow up with trainer/supervisor completed as indicated. Forms</p>

Assignments/Activity	Measure of Achievement
<p>results obtained. Communicate with the trainer/supervisor to resolve any follow-up if needed.</p> <p>b. Place the sample (protecting the child's identifying information) in the portfolio.</p> <p>c. Participate in any additional training, mentoring, practice, etc. necessary to ensure ongoing skill and accuracy in appropriately administering screenings.</p> <p>Evaluation/Assessment If you have conducted full developmental evaluations (all five domains) yourself, you may submit a sample (protecting the child's identifying information) and omit the field observation. If you have never conducted or observed a full developmental evaluation, plan to observe one and complete form 7.9b <i>Evaluation and Assessment Field Observation Form</i>.</p> <p>If you have never observed a specialty evaluation in the areas of physical therapy, speech and language, occupational therapy, or audiology, plan one field observation and complete form 7.9b <i>Evaluation and Assessment Field Observation Form</i>.</p> <p>Communicate with the trainer/supervisor following completion of any observations or samples submitted to resolve any follow-up concerns to the satisfaction of the trainer/supervisor.</p> <p>Place the completed observation</p>	<p>and/or samples placed in portfolio.</p>

Assignments/Activity	Measure of Achievement
forms and/or samples in the portfolio.	
<p>7.10 It Matters: Lessons from my son Advice for Professionals Who Must “Conference Cases”</p> <p>View PowerPoint <i>It Matters: Lessons from my son Advice for Professionals Who Must “Conference Cases.”</i></p> <p>Note: The poem illustrated in the PowerPoint was a result of a meeting the author, Janice Fialka, had with a team of professionals when her son was four years old.</p> <p>This poem is effective in helping other professionals understand the emotional impact on families upon receiving diagnostic/assessment type information about their child.</p> <p>Service coordinators play a key role and have a responsibility to make the evaluation and assessment process as productive and comfortable for families.</p>	Completion.